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About this Issue

Welcome to Volume 11, Issue 1 of *Perspectives in Learning*. In this issue, the authors of the articles encourage us to consider ways to enhance our teaching and our students' learning. They provoke our thinking about the theoretical underpinnings of our work, they give us descriptions of exciting and engaging learning experiences, and they encourage us to consider how we might continue to learn about teaching and learning. In this issue, you will also find a new feature – an invited essay. We will feature an invited essay in each future issue and encourage any of you who might be interested in contributing an engaging essay to do so.

In the first two articles, Hope Phillips, Thomas J. McCormack, and Paul T. Hackett invite us to consider theoretical perspectives and philosophies in new ways. Phillips examines how Howard Gardner's theory can be seen in a new light with the advances in brain research in the field of neuroscience. McCormack and Hackett revisit Alvin Toffler's 1970 prediction that we would one day live in a future filled with experience and information overload. Both of the articles ask us to consider how our teaching and our students' learning might need to change based these new considerations.

Harvey Richman, Randall J. Casleton, Greg Domin, and Larry Moore take us into the university classroom as they share with us exciting and engaging information and learning experiences. Richman examines the prevalence of "optimistic bias" among low performing students. Optimistic bias is defined as the tendency to underestimate one's likelihood of experiencing negative events and/or to overestimate one's likelihood of experiencing positive events. While we want students to be positive, we also want them to be able to realistically consider their performance and use the feedback to make improvements in the future. Casleton describes steps taken to meet the needs of underprepared students by developing an introductory math course called Preparatory Algebra. Domin takes us into the world of experiential learning as he describes taking his students to "chase" political candidates in the 2008 presidential nomination in the South Carolina Republican Primary. Moore takes us into the virtual world of learning by examining student engagement using Wimba Live Classroom. Providing synchronous, online learning opportunities provides students with flexible and engaging alternatives to the traditional classroom. These authors all help us think about how we can engage our students in exciting learning experiences.

Tara Redmond and Melissa Sullivan take us into the P-12 classroom as they help us to understand the need to develop partnerships and more fully engage classroom teachers in all aspects of teaching and learning. Redmond examines the importance of health literacy in schools to make a significant impact on our world's health status, particularly with the H1N1 pandemic. Sullivan shares with us research about new ideas for engaging classroom teachers as mentors and the primary supervisors of the university's student teachers or interns.

Finally, the last two articles take us back to considering our purpose and our passion. Kimberly A. Shaw and I discuss how university faculty members can simultaneously focus on improving their teaching and their students' learning as well as meeting the rigorous demands for peer review and publication. The Scholarship of Teaching and Learning provides one way to meet these increasing demands. Rebecca Jean Alexander shares with us her passion for teaching and learning as she describes how past students have shaped her philosophy of teaching. With all of these articles, I hope you consider new exciting and engaging teaching and learning opportunities for yourself and your students.

Jan G. Burcham, Editor